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UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION

A HANDBOOK FOR STUDENT
TEACHERS

By H. W. NUTT,
Director of the Oread Training School

In exchange.

John F. Kennedy
APR 3 - 1916

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GENERAL INSTRUCTIONS.

1. After enrolling for student teaching, the student teacher will see the Director of the Training School and secure the class record, blanks for lesson plans, etc.
2. Before beginning the work, the student teacher will confer with the supervisor of the course and receive instructions concerning the subject matter of the course and the methods of presentation.
3. The Oread class schedule: (a) All classes meet five days per week except those in domestic science and art and manual training; (b) All classes begin and close according to the schedule of hours that governs the University classes; (c) Whenever the University classes are set aside for convocation, holiday, or special occasion, the Oread classes are set aside for the same periods of time.
4. The student teachers meet every Wednesday at 8 a. m. with the Director of the School. This is a part of the teacher's work, and absence from these meetings will count the same as absence from the teaching hour.
5. When absence from any of the work is unavoidable the teacher must notify the Director of the School and also the supervisor of the work in ample time for provision to be made for the class. All requests for absence must be made to the Director of the School.
6. All weekly lesson plans are due at the Director's desk on Monday of each week at the beginning of the class hour, and must be turned in on time to be of value and to be fully credited.
7. Whenever quizzes are held a copy of the questions must be filed with the Director.
8. Report cards are issued to the high-school students at the end of each nine weeks. These cards are made out, issued to the students, taken up again, and returned to the office by the student teacher.

Problems that the Teacher Must Solve.

1. In Reference to the Subject.
 - a. What is the purpose for which the subject is taught?
 - b. What is the range of subject matter that will best accomplish this purpose?
 - c. What are the important divisions and subdivisions of the subject?
 - d. What is the relative importance of the divisions and subdivisions and the amount of time that should be given to each of them?
 - e. What are the best methods by which the subject can be taught so as to realize the purpose for which it is taught?
 - f. What devices, material equipment and general surroundings are necessary or helpful in the teaching of the subject?
2. In Reference to the Student.
 - a. What is the range of the ability of the individual students to learn the subject?
 - b. How can the lesson assignments be adapted to this range of ability of the learners?
 - c. How may the indifferent, careless or lazy student be interested in the subject? To what extent and how can or must he be compelled to work in the subject so that finally interest may be acquired?
 - d. What are the means by which the progress of the student in the subject can be definitely measured?
 - e. What are the bases upon which the student should be passed or failed in the subject?

3. In Reference to the Community.

- a. To what extent should the teacher participate in the various social affairs (attend lodges, public dances, etc.)?
- b. To what extent should the teacher participate in the religious activities (teach a Sunday School class, be superintendent of Sunday School, act as leader of a young people's society, etc.)?
- c. To what extent should the teacher engage in the political affairs (electioneer for party or candidates, campaign against pool halls, cigarettes, or take sides in any issue, etc.)?

Habits that the Teacher Must Form.

1. In Reference to Teaching.

- a. Thorough preparation for each day's recitation. This involves the mastery of the subject matter to be taught and a detailed plan for its presentation. (See Daily Lesson Plan.)
- b. Promptness in beginning and closing the recitation.
- c. Correcting the errors in the English of the class.
- d. Addressing questions to the class and not to the book, the black-board, etc.
- e. Facing the class when explaining or discussing a point.
- f. Requiring the students to do most of the reciting.
- g. Bringing each student into the recitation frequently so as to give all an equal opportunity and to stimulate interest.
- h. Requiring each student to recite for the benefit of the whole class.
- i. Asking the question or indicating the discussion and allowing a proper amount of time for the whole class to think out the answer or discussion before naming the one who is to respond.
- j. Not indicating the answer by the way the question is asked.
- k. Not repeating the answers of the students.
- l. Not asking too many nor too few questions.
- m. Sticking to the lesson and not being sidetracked, especially by keen-witted students who have not prepared their lessons.
- n. Respecting the individuality of the students.
- o. Modulating the voice well; enunciating clearly; using good English.

2. In Reference to Discipline.

- a. Holding up clearly high standards of conduct, good order, and work.
- b. Deciding quickly and acting promptly.
- c. Meeting students in personal conferences in order to bring about a definite understanding with them as to what is expected of them. This is one of the best ways of making the student feel his responsibility to the school and also of establishing a close friendly tie between teacher and student.
- d. Seeing and hearing everything that goes on in the room, in the halls, on the playground, on the street, and in public places where the conduct of students may be observed.
- e. Dignified, firm bearing; attitude of sureness of self and just what is going to be done.
- f. Controlling temper; keeping cool in emergencies.
- g. Alertness and accuracy in interpreting the acts of students so as to anticipate their conduct and to start counter suggestions to prevent undesirable behavior.
- h. Not having a chip on the shoulder; not supersensitive; not easily upset by aggravating things.

- i. Willingness to go more than half way in meeting a student who is being disciplined.
- j. Looking upon the misconduct of students as an opportunity to do a piece of real vital work in education; remembering that it is the character of the individual and not personal satisfaction or justification that is to be sought in discipline.
- k. Making the punishment the logical consequence of the act.

3. In Reference to Self.

- a. Regular hours for all activities; conserving one's best energies for school work.
- b. Not letting whims or peculiar habits interfere with the work.
- c. Genuine enthusiasm for the subject and for the adolescent boys and girls.
- d. Sympathy with the students in their study difficulties and in the mental, physical, social and domestic stresses that they have to meet daily.
- e. Cheerfulness and optimism; faith in the final results of the teacher's work.
- f. Sincerity and straightforwardness; not affected in speech or in manners.
- g. Model personal habits; moderation in dress; good postures in sitting, standing and walking.
- h. Willingness to give up any habit that may mislead students or that may mislead the public in forming its opinion as to a teacher's true character and motives.

4. In Reference to the Classroom.

- a. Noting the temperature at the beginning and during the recitation.
- b. Noting the condition of the air at the beginning of the recitation and regulating the ventilation so as to keep the condition as near right as possible.
- c. Noting the light at the beginning and during the recitation and regulating it by proper adjustment of window shades, and other means that may be available.
- d. Noting the general physical conditions, such as arrangement of chairs, and their condition as to dust, cuttings and markings, etc.; cleanliness of floor and blackboards; position of and condition of equipment, such as maps, dictionary, etc.
- e. Noting the physical condition of students as to dress, colds, skin eruptions, etc.
- f. Seating of students in systematic order, but so as to provide for individual difficulties in hearing and seeing, and so as to be able to shift the class from their chairs to the blackboard with facility; seating students so as to avoid disciplinary problems.
- g. Keeping the teacher's desk in neat, orderly condition.

5. In Reference to the Use of Textbooks.

- a. Examining every textbook thoroughly from preface to index before attempting to make assignments from it or to use it as a source of information.
- b. Mastering the author's point of view and organization of subject matter before attempting to use the book.
- c. Evaluating the materials of the book in the light of textbook standards and the purposes for which the subject is being taught.
- d. Being definite and very specific in directing the students in the use of the text for the purpose of preparing lesson assignments.
- e. Marking for the class at the beginning of the course all material that is not important.

6. In Reference to the Use of Reference Works.

- a. Giving author, title of book, title of chapters to be read, topics and pages.
- b. Giving the title of the article, author, title of the magazine, page, month and year.
- c. Giving the library, the room, and whatever specific directions that will enable the students to secure the use of the references without loss of time and energy.

7. In Reference to One's Superiors, One's Colleagues, and the School.

- a. Prompt and willing performance of all duties.
- b. Making efficient service one's chief concern.
- c. Loyalty to the ideals and policies of the administrative forces.
- d. Loyalty to one's fellow teachers in their work.
- e. Keeping still on the outside of school concerning matters that are discussed in teachers' meetings or the office as school family affairs.
- f. Boosting the school as a whole; boosting the work of the superintendent, the supervisors, and one's fellow teachers.
- g. Loyal support to musical, literary and athletic organizations and enterprises.
- h. Active participation in the social affairs of the school.

Lesson Plans.

1. Weekly.

- a. **PURPOSE.** The purpose is to give the teacher skill in judging and planning the amount of work that can be thoroughly accomplished in a given length of time, and also to train the teacher in the habit of getting the work done that has been planned out for a given length of time.
- b. **FORMS.** Blank A is the advance plan and is due on Monday of the week for which it is made out. Blank B is the follow-up sheet which checks up the amount of work actually accomplished for the same week, and is due on Monday of the following week.

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(A) Work planned for the week beginning.....191.....

Class and Subject..... *Teacher*.....

Mon.....

Tues.....

Wed.....

Thurs.....

Fri.....

Remarks:.....

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(B) Work accomplished for the week beginning.....191.....

Class and Subject..... *Teacher*.....

Mon.....

Tues.....

Wed.....

Thurs.....

Fri.....

Remarks:.....

2. Daily.

- a. PURPOSE. The purpose is to make the work very definite and specific so as to save time and energy of both teacher and students. It is also to develop definite aims, definite organization of the subject matter and clear, definite methods and devices of presentation.
- b. FORM.

Daily Lesson Plan.*Class and Subject*..... *Teacher*.....

1. Assignment of advance lesson—number of minutes.
 - a. At beginning or close of period?
 - b. Outline.
2. Review—number of minutes.
 - a. Ground to be covered.
 - b. Definite questions or outline.
 - c. Distributed through the recitation or all at one time?
3. The day's lesson—number of minutes.
 - a. Purpose.
 - b. Quizzing the preparation of the students.
 - (a) Definite questions or outline.
 - c. Development of points that the study of the students was not expected to give.
 - (a) Outline.
 - (b) Devices.
 - d. Introduction of new or supplementary material.
 - (a) Outline.
4. Drill—number of minutes.
 - a. Special points to be practiced.
 - b. Devices.

Student Participation in the Government of the School.

The student body of the Oread Training School has organized what is known as "The Student Government Association." The purpose of this organization is set forth in the constitution, which is printed under separate cover and may be obtained at the Director's office. The work of this organization does not in any way relieve the teacher from any of the disciplinary problems that arise within the classroom. The teacher has full authority and is held strictly accountable for the order and conduct that prevails in the classroom. The fact that the teacher has disciplined a student does not interfere with any action that the Student Council may see fit to take in regard to the same case. The teacher may refer any case of misconduct to the Council, if doing so seems to insure the best results in developing the character of the offending individual. The teacher must bear in mind, however, that the primary purpose of the Student Government Association is, as set forth in the preamble of the constitution, the development of democratic citizenship. The teacher should secure a copy of the constitution and study its provisions for setting up the machinery that will help to accomplish one of the great ends of modern education.





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